Role of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) in Skilling Rural Youth of Jharkhand with Special Reference to Ramgarh District.

Proposed Synopsis for the research study for the degree of Doctor of Philosophy in Economics.

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1. STATE OF THE ART

Youth represent the most dynamic and vibrant segment of the population. India has the largest youth population in the world. As per the Report of the Technical Group on Population Projections, constituted by the Ministry of Health and Family Welfare, youth in the age group of 15-29 years comprise 27.2% of the population for the year 2021 which is expected to decrease to 22.7 by 2036 but still huge in absolute numbers of 345 million. This large number, in the light of its impact on work participation and dependency ratios, has been called a window of opportunity in terms of the growth and development of our country, an opportunity that would need to be seized before the window closes. To capture this demographic dividend, it is essential that the economy can support the increase in the labour force and that the youth have the appropriate education, skills, health awareness, and other enablers to productively contribute to the economy. The Government of India makes significant investments in programs for the youth, through its various Ministries/ Departments. In addition, the State Governments and many other stakeholders are also working to support youth development and to enable productive youth participation. (Ministry of Statistics and Programme Implementation, Social Statistics Division National Statistical Office ,2022).

The rural youth population in India is defined as individuals aged 15-29 years (Youth as defined in National Youth Policy 2014) living in rural areas. This demographic represents a significant segment of India's overall youth population and is crucial for the nation's development, particularly in agriculture, skill development, and entrepreneurship. According to the Office of the Registrar General and Census Commissioner (1991, 2001, 2011) and the Ministry of Health and Family Welfare (2020),

Table -1:Total Population and Youth Population aged 15-29 years in India ('000)

Year	Total Population	Youth Population (Age 15-29 years)
1991	838568	222747
2001	1028610	273402
2011	1210855	333365
2016	1291074	359600
2021	1363006	371426
2026	1425908	367415
2031	1478775	356593
2036	1522288	345498

Source: Census 1991, 2001 and 2011, Office of the Registrar General of India and Report of the Technical Group on Population Projections for India and States 2011-2036, Ministry of Health & Family Welfare, July 2020

Table-2: **State-wise Projections of Youth Population (Aged 15–29) and Their Percentage Share in the Total Population (as of March 1, 2011–2036)**

State/UT	Proportion of Youth in Total Population 2021	Proportion of Youth in Total Population 2026	Proportion of Youth in Total Population 2031
Uttar Pradesh	29.9	26.3	25.1
Jharkhand	29.3	25.4	24.5
Jammu and Kashmir	29.3	25.4	21.0
Rajasthan	28.7	25.8	24.6
Bihar	28.8	27.7	25.5
Delhi	28.2	25.3	22.8
Madhya Pradesh	27.7	25.3	24.7
Haryana	27.8	25.0	23.4
Assam	27.2	24.8	22.9
Odisha	26.1	22.5	21.2
Chhattisgarh	26.1	24.3	22.4
Maharashtra	26.1	25.7	24.5
West Bengal	26.2	21.6	19.6
Punjab	25.2	21.9	19.7
Andhra Pradesh	25.1	21.0	19.6
Gujarat	26.4	23.4	19.5
Kerala	25.3	22.2	20.8
Telangana	24.9	22.5	21.0
North Eastern States (Excluding Assam)	29.2	23.8	20.7
Himachal Pradesh	25.9	21.4	19.5
Uttarakhand	29.2	25.1	23.9

Source: Report of the Technical Group on Population Projections for India and States 2011-2036, Ministry of Health & Family Welfare, July 2020

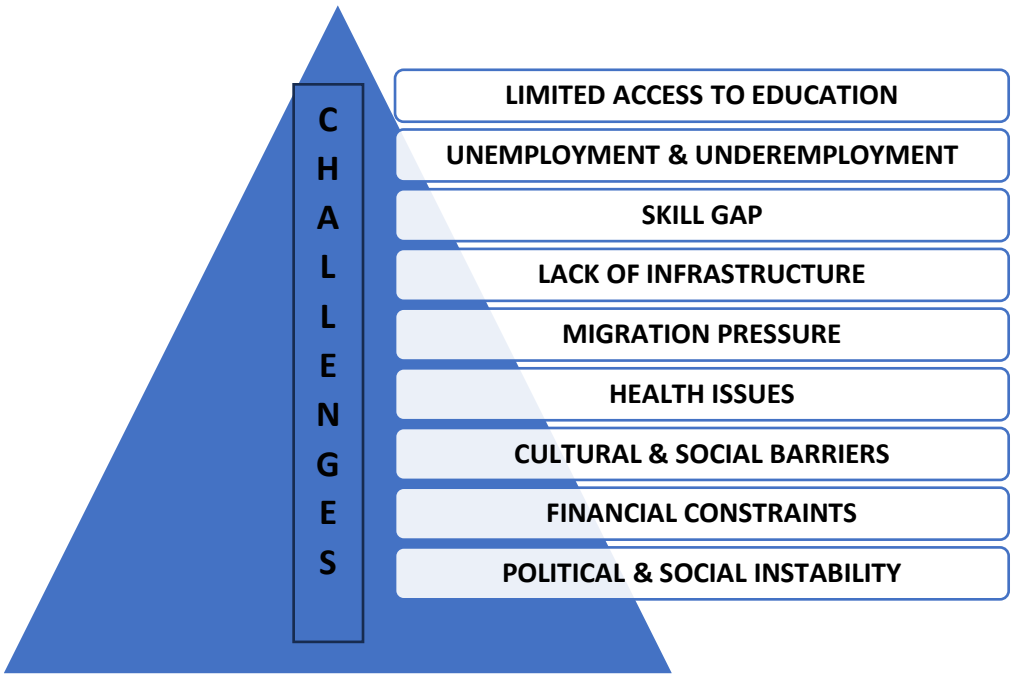
Skill development can significantly benefit rural youth in India in several ways.

By acquiring specific vocational skills, rural youth can access better job opportunities within their communities or migrate to urban areas for work. This is crucial in regions where agricultural work alone may not provide sufficient income. Skill development programs can encourage entrepreneurship by equipping young individuals with the necessary skills to start their businesses. This can lead to job creation and boost the local economy. With enhanced skills, rural youth can secure higher-paying jobs or improve their productivity in agricultural practices, leading to increased income for themselves and their families. Training in diverse skills helps youth adapt to changing job market demands and technological advancements, thus making them more employable. Skill development fosters confidence and self-reliance, empowering young people to take control of their futures and contribute to their communities. Through various skill training programs, youth can also learn about health, hygiene, and personal development, which can lead to overall improvements in their quality of life. As rural youth become more skilled, they can contribute to local development initiatives, improving infrastructure and services in their communities. Overall, effective skill development can bridge the gap between education and employment, enabling rural youth to become active participants in India's economic growth. Access to quality training programs tailored to local needs is crucial for maximizing these benefits.

DDU-GKY - DDU-GKY (Deen Dayal Upadhyaya Grameen Kaushalya Yojna) is a skill development for rural young people aged 15-35 years. This scheme's main objective is to enhance rural youth's employability by providing them with market-driven skill training. On September 25, 2014, the Ministry of Rural Development (MoRD) revamped the placement-linked skill development initiative under the National Rural Livelihood Mission, relaunching it as the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY). This transformation was driven by MoRD’s extensive experience of over 15 years in implementing skill training programs. Since April 1999, MoRD has undertaken various skills and placement initiatives, beginning with the Swarnjayanti Gram Swarozgar Yojana (SGSY), which combined placement-linked wage and self-employment efforts. In September 2013, this

initiative was redesigned and introduced as 'Aajeevika Skills,' emphasizing placement-driven wage employment for rural youth aged 18–35. Aajeevika Skills mandated a minimum placement rate of 70%, with salaries meeting or exceeding the minimum wage, and shifted its focus toward retaining employees and fostering career progression rather than solely recruiting new trainees. This approach significantly supported the aspirations of countless rural youth by ensuring better retention and career growth opportunities. DDU-GKY now stands as a pivotal element of the National Skill Development Policy, targeting rural poor youth with a distinctive emphasis. It has evolved into a demand-driven, placement-linked skilling program by the Government of India, aimed at enabling rural youth to seize global opportunities created by a worldwide shortage of skilled workers. The initiative aspires to position rural India as a premier global resource pool of skilled talent. (Ministry of Rural Development, Annual Report ,2023-24)

Rural youth in India face several challenges that impact their development and prospects.



- Many rural areas lack quality educational institutions and resources, leading to high dropout rates. Even when available schools may not offer relevant or quality education that aligns with job market needs.

- While agriculture is a primary livelihood, it often does not provide enough jobs or fair wages. Many rural youth struggle to find stable employment, leading to underemployment or seasonal work.

- There is often a mismatch between the skills acquired through education and what employers need. Without relevant vocational training, rural youth may find it difficult to secure decent jobs.

- Poor transportation and connectivity can hinder access to job opportunities, training centers, and markets. This isolation makes it harder for rural youth to seek employment or entrepreneurial opportunities.

- Many rural youths migrate to urban areas in search of better prospects, which can lead to social disconnection from their families and communities, as well as exploitation in urban labour markets.

- Limited access to healthcare and awareness of health issues can affect the physical and mental well-being of rural youth, impacting their ability to work or pursue education.

- Traditional societal norms may restrict the roles of young women in education and employment, limiting options for a significant portion of the youth population.

- Many families in rural areas face economic hardships, which can limit the resources available for education, skill development, or starting a business.

- In some regions, political factors can lead to instability, affecting the economic environment and opportunities available to youth.

Addressing these challenges requires a multifaceted approach, including improvements in education, skill development programs tailored to local needs, infrastructure development, and policies that support job creation in rural areas.

Table No.3- **State wise Candidates Trained and Placed under Deen Dayal Upadhyaya – Grameen Kaushalya Yojana (DDU-GKY) Scheme ,2024-25**

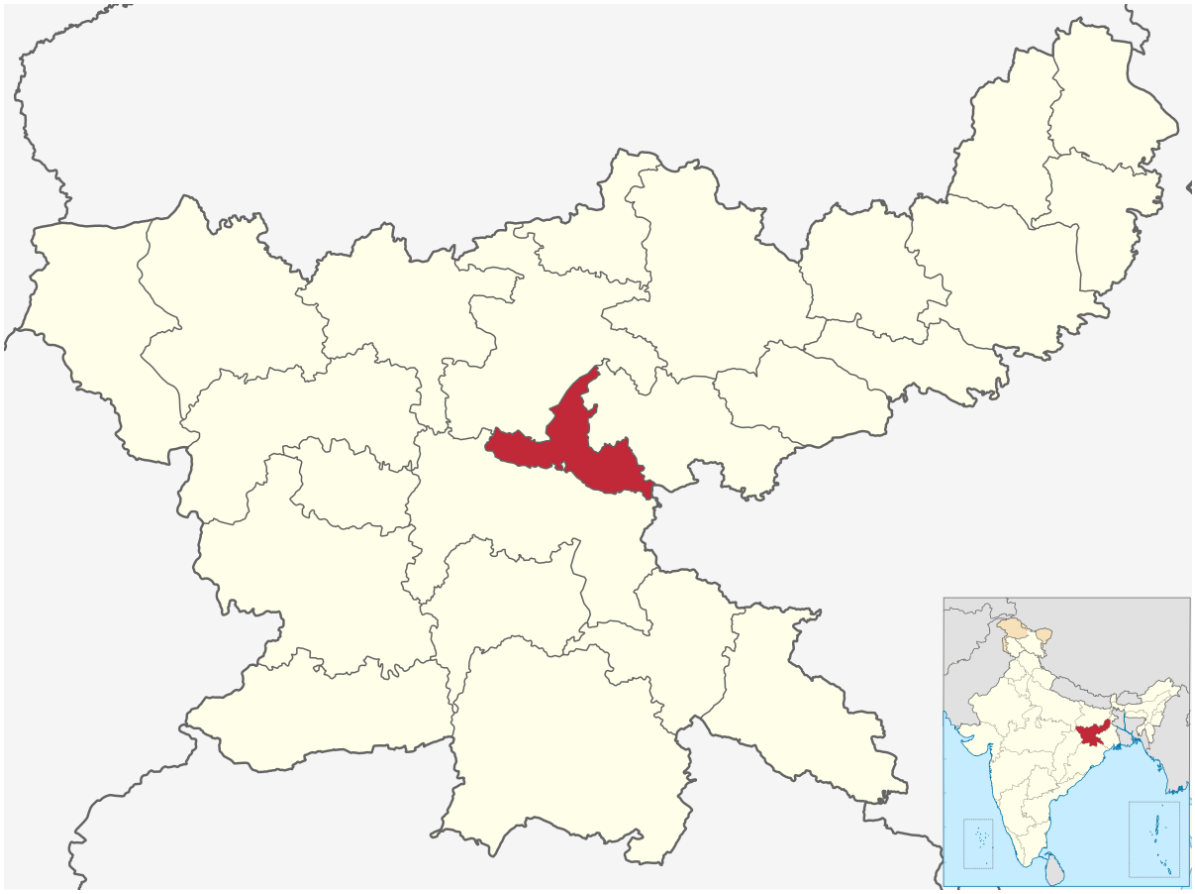
State	Candidates Trained	Candidates Placed
UTTAR PRADESH	236808	95220
ODISHA	214843	176513
ANDHRA PRADESH	132126	116894
MADHYA PRADESH	87899	50887
ASSAM	83892	50337
BIHAR	80,010	47,746
RAJASTHAN	78943	42935
JHARKHAND	76241	40675
KERALA	75055	44630
TAMIL NADU	75858	71413
JAMMU and KASHMIR	70387	44399
TELANGANA	63787	50446
MAHARASHTRA	62337	42304
CHHATTISGARH	58386	33255
KARNATAKA	55624	35758
HARYANA	49980	36803
WEST BENGAL	42564	28623
PUNJAB	40002	27946
GUJARAT	30019	18770
UTTARAKHAND	22405	14297
HIMACHAL PRADESH	15745	8381
TRIPURA	12364	7318
MANIPUR	6260	3443
MEGHALAYA	7334	4193

NAGALAND	7205	4678
ARUNACHAL PRADESH	2039	890
MIZORAM	2273	1669
PUDUCHERRY	2292	1608
SIKKIM	3133	1751
ANDAMAN & NICOBAR ISLANDS	819	363
Total	**1696630**	**1104145**

Source - Ministry of Rural Development – 2024-25

The data reveals that a total of 1,696,630 candidates were trained across various states, out of which 1,104,145 were successfully placed. Uttar Pradesh leads in training numbers with 236,808 candidates, followed by Odisha (214,843) and Andhra Pradesh (132,126). Smaller states and UT like Andaman & Nicobar Islands (819), Arunachal Pradesh (2,039), and Mizoram (2,273) trained the least candidates. Odisha recorded the highest number of placements at 176,513, while Tamil Nadu achieved the highest placement efficiency with 94.15% of trained candidates placed. In contrast, Andaman & Nicobar Islands had the lowest placements at 363. The data highlights that larger states dominate training numbers, while smaller states like Tamil Nadu and Kerala excel in placement rates, reflecting regional disparities in skill development outcomes.

Profile of the Study Area



Jharkhand is one of the north eastern states of India. It is a tribal rural backward state. The main occupation of the state is agriculture, tribal rural livelihood. Literacy rate is approximately 70 percent which is lower than national average. Unemployment rate is 8.1 and it's in the 15th position in India.1% of Jharkhand's population aged 15 and above has received or is undergoing formal vocational training which shows the utter need of the skill programmes in states like Jharkhand.

Table -4 **Status of DDU-GKY in Jharkhand, 2024-25**

State	Candidates Trained	Candidates Assessed	Candidates Placed
Jharkhand	76,241	64,156	40,675

Source - Ministry of Rural Development – 2024-25

During the specified period, **76,241 candidates** underwent training under this rural skill development program aimed at enhancing employability. Of these, **64,156 candidates were assessed**, verifying their skill acquisition and readiness for employment. Notably, **40,675 candidates were successfully placed** in jobs, representing a **63.4% placement rate among assessed candidates** and a **53.3% placement rate among those trained**. This data reflects the program's tangible impact in Jharkhand, where a significant number of rural youth have transitioned into gainful employment, contributing to poverty alleviation and economic growth. It also highlights the need for further research to identify challenges, such as the gap between training and placement, and to explore strategies for improving outreach and program effectiveness to ensure sustainable livelihood opportunities for a larger segment of the rural population in the state.

Ramgarh is one of the districts of Jharkhand. It turned into a district on 12 September 2007. It was carved out of erstwhile Hazaribagh District. Ramgarh lies on the coronary heart of the Jharkhand state. It is a mining, industrial and cultural hub with the famous Maa Chhinnamastika Temple. The region covers an area of 1,360.08 square kilometers and has a population of 9,49,443 people. Hindi and Khortha are the main languages spoken here. There are 364 villages in the area. The population includes 4,94,230 males and 4,55,213 females, showing a balanced number of men and women. The region reflects a mix of culture and traditions, centered around its villages. Literacy rate of is approximately 73 percent while 70 percent of workforce is unskilled. These act as obstacles in the path of growth and development of the district.

This synopsis explores the impact of DDU-GKY in skilling rural youth in Jharkhand, with a special focus on Ramgarh district. It will assess how the scheme has contributed to employment generation, economic growth, and social empowerment by enhancing youth employability. Additionally, it will examine the challenges in implementation and suggest improvements to optimize the program's effectiveness in fostering sustainable livelihoods. By analyzing the role of skill development initiatives, this study will provide insights into how Jharkhand's youth demographic advantage can be transformed into an economic strength.

REVIEW OF LITERATURE

The study by **Verma and Chauhan (2021)** assesses the effectiveness of the Deen Dayal Upadhyaya Kaushalya Yojana (DDU-GKY), a vocational training and placement initiative by the Ministry of Rural Development (MoRD). Focusing on Haryana, the review highlights that while the program attracts significant participation, the placement outcomes for trainees are limited. It emphasizes the need for enhanced awareness campaigns about such skill development initiatives and calls for improved post-training salary structures to maximize the program's impact and appeal among the youth.

Chizoba, Chitom, and Uju (2020) explores the impact of skill acquisition programs on youth employability in Nigeria, highlighting their role in reducing unemployment, curbing crime, and fostering economic growth. The findings reveal a growing unemployment crisis, with over fifty thousand graduates annually lacking jobs or vocational skills. To address this, the government mandated the inclusion of practical entrepreneurial training in school curricula. The study underscores that equipping youth with practical skills can significantly contribute to economic development and reduce societal issues.

Agrawal and Thakur (2019) examines the impact of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) on youth productivity in the Gwalior region, emphasizing the transformative role of skill development. Training is shown to enhance understanding, abilities, and behaviors, enabling youth to improve performance, secure livelihoods, and explore self-employment opportunities. The study notes that skill investment, as evidenced in developed nations, boosts economies and addresses low-wage issues. For India, leveraging its demographic advantage through skill development can drive economic growth and uplift marginalized groups. The National Skill Policy serves as a framework to integrate skill development, ensuring improved infrastructure, decent work opportunities, and skilled manpower to enhance employability and social development.

According to **Krishnan (2018)** the Deen Dayal Upadhyaya Grameen Kaushal Vikas Yojana (DDU-GKY) in providing skill development programs for youth in Kerala. Implemented by the Ministry of Rural Development (MoRD), the program aims to offer vocational training and placement opportunities. However, secondary data indicates a high level of participation but a limited number of trainees securing placements for even three months. The study emphasizes the importance of awareness campaigns for skill programs and the need to improve post-training salaries to enhance the program's effectiveness.

India's labor productivity has been a critical concern, as highlighted by **Kedar (2015),** who emphasized that it lags behind other Asian economies. The study underscores the urgent need to enhance the skillset of the workforce to drive economic growth effectively.

Similarly, **Shrivastav and Jatav (2017)** examined various government programs aimed at addressing employment challenges by aligning with the evolving demands for industrial

skills. Their research provided an overview of the existing skill capacities, identified gaps, and reviewed the government's initiatives, stressing the immediate necessity to revamp the nation's skill development strategies.

In their article, **Sharma and Sethi (2015)** analyzed the persistent mismatch between the supply and demand for skilled labor in India. They warned that this skills gap could significantly impact the economy by reducing productivity and income levels, as many positions remain unfilled due to insufficiently skilled candidates. Their findings highlighted the pressing need for collaborative efforts among government bodies and other stakeholders to address these challenges and establish a skilled workforce that could foster economic development.

Further, **Kanchan and Varshney (2015)** investigated the effects of skill development strategies in India using secondary data. Their findings revealed that around 80% of the workforce in both rural and urban areas lack marketable skills. The study emphasized that bridging this gap through targeted initiatives could help India develop a globally competitive labor force, thereby enhancing its economic standing.

Srinivas and Gangaiah (2021)analyzes the impact of the Deen Dayal Upadhyaya Grameen Kaushal Vikas Yojana (DDUGKY) on rural youth in three districts of Andhra Pradesh-Prakasam, Nellore, and Chittoor. The findings show that all participants come from Below Poverty Line (BPL) rural families, with most fathers engaged in small-scale farming or agricultural labor. Over two-thirds of the respondents had dropped out of school due to financial constraints, aligning with the program's objective to support such youth. The study highlights a significant positive impact on the youth's livelihood, with improved employment opportunities, increased earnings, and enhanced household income, ultimately raising their standard of living.

The study by **Dewangan (2018)** explores the role of skill development programs in improving the lives of rural youth in Durg District, Chhattisgarh. The research emphasizes that skill acquisition is crucial for enhancing employability, boosting livelihoods, increasing productivity, and reducing poverty, which are key components of sustainable development. The study highlights the positive impact of government skill initiatives in transforming the socioeconomic conditions of rural youth. These programs have contributed to reducing unemployment, alleviating poverty, and promoting sustainable livelihoods. The study suggests that skill development is vital for India's progress toward achieving its development goals.

A Research by **Chaturvedi and Jauhari (2017)** assesses the impact of the Deen Dayal Upadhyaya Kaushalya Yojana (DDU-GKY) on youth skill development in Madhya Pradesh. While the program has attracted many participants, the number of trainees securing placements is lower than expected. The study highlights the importance of awareness programs to promote skill development initiatives and advocates for higher post-training salaries to enhance the effectiveness and appeal of such programs.

Kumar and Shobana (2023) examines the impact of the Skill India initiative on rural youth in North East India, highlighting its success in improving employability and fostering entrepreneurship. The initiative has contributed to socio-economic development by offering diverse skill development opportunities through government schemes, state-specific initiatives, and private collaborations. The program has significantly enhanced the employability and income generation of rural youth, promoted local industries, and facilitated social empowerment. However, challenges in accessibility and program effectiveness remain, requiring collaborative efforts between government, private stakeholders, and local communities. The study advocates for tailored skill training, better infrastructure, and inclusive policies to maximize the initiative's positive impact on the region's rural youth and ensure sustainable economic growth.

Sahu (2020) focuses on the role of the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) in addressing rural unemployment and poverty in Odisha. The program is designed to enhance employability and livelihood opportunities for rural youth, with a focus on sustainable employment through post-placement tracking, retention, and career progression. The Odisha Rural Development and Marketing Society (ORMAS) plays a key role in creating awareness about skill development and placement. While the program's performance in training and placement is satisfactory, challenges such as lack of formal education, high dropout rates, improper trade selection, and the need for marketable skills hinder its full effectiveness in rural Odisha.

Srikanth (2020) examines the impact of the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) in Ernakulam District, focusing on socio-economic factors, personal profiles, and job profiles of beneficiaries. The study reveals that while job involvement among trainees is sufficient, job satisfaction is lower than expected due to inadequate monthly income. Income is identified as a key factor influencing both job involvement and satisfaction. The study suggests that skill development programs should evolve from mere wage employment generation to career development initiatives. This approach would better align with the vision of Dr. APJ Abdul Kalam in his book India 2020: A Vision for the New Millennium, helping to mould a more empowered workforce.

Chaturvedi (2022) focuses on the significance of skill development schemes in Madhya Pradesh and their impact on youth employment. It emphasizes that education and skill development are crucial for improving employment opportunities, reducing poverty, boosting productivity, and promoting sustainable development, particularly in rural areas. The study stresses the need to integrate skill-based training into the education system, alongside placement facilities, to connect youth with industries. The research analyzes the correlation between trained and placed candidates over five years (2015-2020) for schemes like DDU-GKY, PMKVY, and PMKK, and over three years (2015-2018) for the MPBOW scheme. The study highlights that skill development is essential for rural development and sustainable progress in countries with large youth populations, such as India.

2. STATEMENT OF THE PROBLEM

The research problem of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) focuses on addressing the challenges in the program's implementation, effectiveness, and long-term impact on rural livelihoods. A major issue is the placement challenge, where many trained individuals struggle to secure or retain employment, or are placed in jobs that don't align with their skills. The quality of training provided by various partners also varies, leading to gaps in the skills imparted. Another concern is the mobilization and participation of rural youth, who may lack awareness or motivation to join or complete the training programs. Additionally, there are gaps in monitoring and evaluation, with limited mechanisms to track long-term outcomes or offer post-placement support. The program also faces issues with inclusivity, as marginalized groups, such as women and tribal populations, often do not benefit equally. Finally, the alignment of training with market needs remains a challenge, as industries' demands evolve rapidly, and the skills taught may not always match job market requirements. Addressing these problems is crucial for improving the overall impact of DDU-GKY in empowering rural youth and reducing poverty through skill development.

3. OBJECTIVES OF INVESTIGATION AND MOTIVATION

- To examine the enhancement of skill level among rural youth.
- To study the improvement in employability and income level of rural youth.
- To identify the gap between job market requirements and the current skills of rural youth.
- To assess the effect of DDU-GKY on youth skilling in the study area.
- To propose recommendations for improving the effectiveness of the programme.

RESEARCH QUESTION

How effective has the Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY) been in enhancing the skills and employability of rural youth in Ramgarh district of Jharkhand, and what are the key factors influencing its success or challenges in this specific region?

- How skill level of rural youth improved through various initiatives?
- What is the extent of improvement in the employability of rural youth?
- What is the extent of improvement in the income level of rural youth?
- What are the key skill gaps between the requirements of the job market and the current skills possessed by rural youth?
- What is the effect of DDU-GKY scheme on skill development of rural youth in the study area?
- What strategies and measures can be recommended to enhance the effectiveness and reach of DDU-GKY in skilling rural youth?

4. RESEARCH METHODOLOGY AND TOOLS

a. Research Design:

- **Descriptive Research Design:** This design will help in describing and explaining the outcomes of DDU-GKY in Ramgarh district, highlighting the key factors influencing its success.

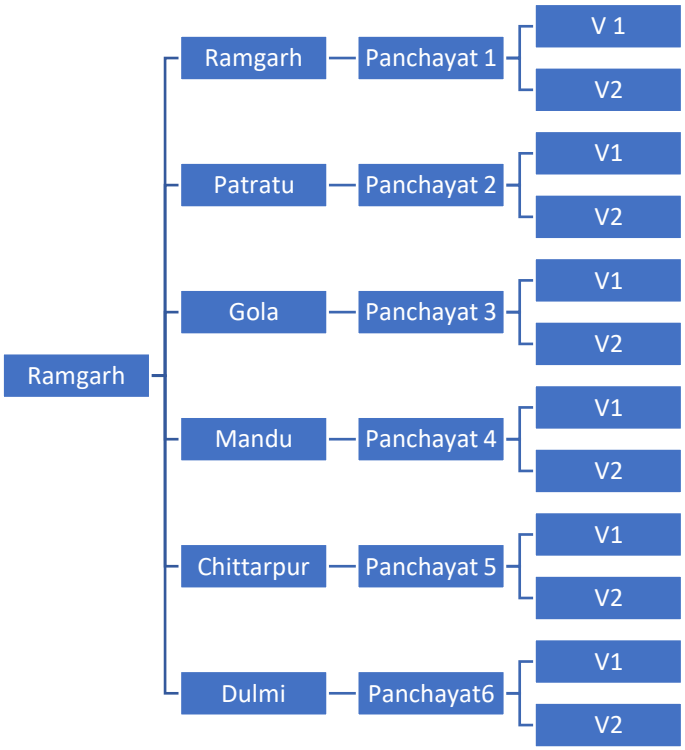
b. Sources of Data Collection:

- **Primary Data:** This will be gathered through direct interactions with the beneficiaries of DDU-GKY, training providers, and local authorities through Questionnaires and Interviews.

- **Secondary Data:** Existing reports, documents, and studies related to the DDU-GKY program in Jharkhand, government publications, and academic papers will be reviewed to gain background information and contextual understanding and others.

c. Sampling Technique :

- A stratified random and proportionate sampling method will be used in 120 units (approx) to select participants from 06 blocks including Ramgarh, Patratu, Gola, Mandu, Chittarpur and Dulmi within Ramgarh district, ensuring representation across gender ,age and different social groups.



d. Data Analysis

Variables

Independent Variable –

- Skill Level (X_1)
- Institutional Support (X_2)

Dependent Variable –

- Employment Rate (Y_1)
- Income Level (Y_2)
- Skill Acquisition(Y_3)

- **Analysis:**
    - Data from interviews will be transcribed and analyzed using thematic analysis. Themes and patterns related to challenges, successes, and suggestions for improvement will be identified.
    - Descriptive Statistics will be done on the basis of data collection.
    - Inferential Statistics will be considered only if required.

e. Tools:

- **Questionnaire Tools:** Pre-designed structured questionnaires for quantitative data collection, skill improvement, and satisfaction with the program.
- **Interview Guidelines:** Semi-structured interview for in-depth information with key stakeholders, with open-ended questions.
- **Statistical Software:** Excel, or similar tools for analysing survey data and generating descriptive statistics.

5. TENTATIVE CHAPTERIZATION

Chapter-1 Introduction

Chapter-2 Literature Review and Methodology

Chapter-3 Factors Supporting DDU-GKY in Ramgarh

Chapter-4 Impact of DDU-GKY in Ramgarh

Chapter-5 Challenges and Opportunities for DDU-GKY in Ramgarh

Chapter-6 Role of Government Policies in DDU-GKY

- Conclusion and Recommendations
- Bibliography

6. SIGNIFICANCE OF THE STUDY :

- **Empowering Rural Youth**: The study evaluates DDU-GKY's role in equipping rural youth with skills for employment and self-employment, helping them become self-sufficient in Jharkhand, where unemployment and skill gaps are prevalent.
- **Policy and Program Improvement**: It highlights gaps in implementation, such as placement support, training quality, and inclusivity, offering insights for refining skill development programs, especially for marginalized groups.
- **Aligning Skill Development with Market Needs**: The study assesses whether DDU-GKY's training aligns with industry demands, ensuring that rural youth are prepared for evolving job market requirements.
- **Contributing to Economic Growth**: By examining DDU-GKY's impact on creating a skilled workforce in Ramgarh, the study demonstrates how skill development programs contribute to local and national economic growth, poverty reduction, and entrepreneurship.
- **Enhancing Social Inclusivity**: The research focuses on marginalized groups like women and tribal populations, providing recommendations for making skill programs more inclusive and accessible.
- **Contributing to Broader Research on Rural Skill Development**: The study adds to the body of knowledge on rural skill development, offering insights applicable to other regions with similar challenges.
- **Building Awareness and Community Participation**: The study promotes awareness about skill development and encourages greater community participation, which can enhance the effectiveness of DDU-GKY and similar initiatives.

7. SIGNIFICANT CONTRIBUTIONS TO EXISTING KNOWLEDGE

The proposed study on DDU-GKY will make significant contributions to existing knowledge in the following ways:

- **Enhancing Understanding of Rural Skill Development:** This study will expand the current body of knowledge on rural skill development programs, particularly those targeting youth in underdeveloped regions like Jharkhand. By focusing on the challenges and successes of DDU-GKY, the research will provide valuable insights into the effectiveness of such initiatives in empowering rural youth and enhancing employability.

- **Providing a Case Study for Policymakers**: The study will serve as a detailed case study of DDU-GKY in Ramgarh district, offering valuable lessons on program implementation, the impact on marginalized groups, and the alignment of training with market demands. This can guide future policymaking and implementation strategies for similar programs across India and other developing regions.

- **Identifying Gaps in Program Implementation:** By examining areas where the program faces challenges—such as placement support, training quality, and inclusivity—the study will provide critical feedback for improving the design and execution of skill development programs, ensuring they meet the needs of the youth effectively.

- **Guiding Future Research:** The findings of this study will open up new avenues for future academic research in the field of rural development, skill training, and youth empowerment. It will also serve as a reference point for researchers exploring the broader impacts of government skill programs on employment, entrepreneurship, and economic growth in rural areas.

- **Informing Policy Adjustments:** The study's findings on the gaps in DDU-GKY's implementation and its alignment with industry demands can directly influence future policies aimed at improving rural skill development programs. Policymakers can use the recommendations to design more inclusive, effective, and sustainable interventions that better address the challenges faced by rural youth.

- **Supporting Improved Interventions:** The research will contribute to the design of more targeted and effective interventions, especially for marginalized groups such as women, tribal populations, and other underrepresented communities. It will inform future skill development programs by emphasizing inclusivity, placement support, and relevance to market needs.

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